Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals in
Children's Play, Learning and
Development

Unit 2: Development of Children's
Communication, Literacy and Numeracy (31598H)

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A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
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Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal

assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

31598: Development of Children's Communication, Literacy And Numeracy Skills

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**10**	**21**	**36**	**51**

January 2022
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Introduction

- This is the Lead Examiner Report for Unit 2, Development of Children's Communication, Literacy and Numeracy Skills for the January 2022
- The Lead Examiner Report must be considered with the live external assessment and corresponding mark scheme
- This unit is mandatory and is assessed externally using a seen case study. There are three unseen tasks on the paper which learners are asked to complete within the given time period.
- The first external assessment of Unit 2 took place in June 2017 and assessment of this unit is now well established, with no changes having been made to the mode of assessment since June 2017.

Introduction to the Overall Performance of the Unit

- Overall examiners were pleased to find evidence of learners using the pre-release materials (Part A case study) to support them in researching specific areas to enable completion of the activities in the Part B paper..
- The three activities are assessed using a levels-based approach where the overall quality of the response is considered rather than identifying a specific number of facts. Learners achieving marks inmark-bands 3 and 4 provided recommendations to address all issues in the scenario and were fully supported by Early Years theory.
- Despite the issues regarding placement experience due to covid restrictions, it was noted that examiners saw some good examples of how Centres had continued to support their learners in linking theory to practice, to enable them to respond to the activities.

Individual Questions

Activity 1

The learner has addressed all three aspects of the activity
Provide staff with information on the sequence of language development for children up to three years

For the first aspect of the activity, the learner suggested a staff training session and provided an explanation of the sequence of language development within the relevant age group (up to three years). Credit was given for Brown, as it is relevant to the response.
Provide the children with an environment that encourages speech, communication and language development

The learner has provided information relating to an environment which promotes speech, language and communication, for example background noise.

The learner has made reference to appropriate environments such as, a reduction in background noise in the flat which been credited as this provides children with an environment that encourages speech, communication and language development, whilst also demonstrating good application. The response then discusses strategies to promote communication, with links to Vygotsky although this was not creditedas it was not required for this activity. In addition, no credit was given in relation to the use of labels, as this focuses on reading which is not one of the issues raised in the activity.

Use Piaget's observation strategies to provide parents with knoweldge of the progress of their children's langage development

The learner has successfully applied Piaget and has linked it to the use of observations within the setting, as is required within the task. The learner has provided ways in which parents can be informed of their child's progress

Overall the learner has made a good attempt to address all three aspects of Activity 1. The learner has demonstratedgood knowledge of

appropriate early years theory and shown an application of the Part A case study to provide age approrpiate reponses

A wider range of relevant and sustained references to the Part A case study and further justification would have enabled the learner to meet the requirements of Mark Band 4.

14 marks were awarded in total.

Examiners noted that some learners focused too much time in developing ways the staff can be provided with information. Whilst this tends to provide application to the scenario, a brief mention of the method for example; training, would have been sufficent. This would then have enabled the learner to demonstrate their knowledge of the requirements of the first aspect of the scenario, in this case the sequence of langauge development.

Activity 1: Ofsted report response

Letitia has just received her latest Ofsted report. The quality of provision is good but some areas require improvement. The report states that to meet requirements the provider must:

- *provide staff with information on the sequence of language development for children up to three years*
- *provide the children with an environment that encourages speech, communication and language development* sensorimotor
- *use Piaget's observation strategies to provide parents with knowledge of the progress of their children's language development.*

Produce a report responding to Letitia's latest Ofsted report, making recommendations to address the issues raised. Justify these with reference to early years theory.

(20)

The aim of this report is to address the concerns [redacted] raised and [redacted] state how these are going to be improved, linking to early years theory.

In order to provide staff with information on the sequence of language development, Letitia must organise a staff training session where she will provide staff with the required information. As some of the children in the setting are under 13 months, she needs to ensure that the information provided includes the pre-linguistic phase as well as the linguistic phase of learning language. Children under 13 months are in the pre-linguistic phase which is the early stage of learning language when babies start to understand words and babble, but are not yet pronouncing words. At 12 months babies will start to use a mixture of babbles and single words.

Children over the age of 13 months will be in the linguistic phase when children begin to use words that have meaning. At 12 to 15 months children will start to use holographic speech which means they will use a single word but intend it to have more than one meaning. At 18 months children should be able to say around 15 to 20 words and obey simple instructions. At 18 months to 2 years children will start to use telegraphic speech which means they will use two or three word phrases to communicate. At 2 years children will be able to name things and actions. At 3 years children will be able to use simple sentences but may miss linking words like 'the'. Roger Brown's theory of language acquisition in children states that children under the age of 3 will go through stage 1 and stage 2. Stage 1 of Roger Brown's theory says that children from 1 year to 18 months will begin to use holographic and telegraphic speech. Stage 2 is for children from around 2 years to 3years; in this stage children will be able to name objects, describe experiences using 'ing' endings, include words like 'in' and 'on' in their speech,

and use 's' plurals. Letitia should include information about Roger Brown's theory in her staff training session. In order to promote the sequence of language development in children up to 3 years, Letitia must also ensure her staff are aware of strategies on how to promote communication. Paying attention to detail is one way to do this, the staff should build on the information in the child's environment, for example petals on flowers or birds have feathers. Staff should also use accurate naming once the child understands basic names, like 'juice', they can increase the child's vocabulary to specifics, like 'orange juice'. ~~When children are learning language, they find~~ Children may find it difficult to ~~sequence~~ remember the order of things they've done, so staff should help them to sequence by talking about the things the child has done while giving prompts like 'and what happened next?'. Vygotsky's theory of social interaction states that children need to have plenty of opportunities to interact with more knowledgeable others in order to develop. With the staff knowing how to interact with children, with it being most beneficial for their development there will be more chance that the children will acquire language which is why it is essential for the

staff to be made aware of this through Letitia's training sessions. Giving prompts to the children while they're communicating will scaffold their development*

To improve the environment in Letitia's flat, to make it one that* encourages speech and communicat Letitia must include small spaces like tents, dens or role play areas; this will allow children to sit with others and talk or tell stories in their play. Reducing background noise will also improve the environment as it will allow more effective communication to occur; Letitia can do this by ensuring no one shouts across the room, avoiding continuous background noise, using sound-absorbing materials like carpets, and by modelling quiet talk to children. According to Bandura's behaviourist theory of social learning, children will imitate their role models' behaviours. If staff model quiet talk to and around the children, the children will be more likely to imitate this behaviour, meaning the flat can remain quiet, allowing effective communication to occur and therefore improving the environment for speech and communication.

*This links to Bruner's social interactionist theory, built on from Vygotsky's, as children will be able to learn language through scaffolding used by the adult

To make Letitia's flat a language-rich environment, there could be interactive displays for the children, labelled areas in the setting (like 'kitchen' or 'playroom', but also a self-registration area for the children with their name labelled so they can learn what this looks like. Vocabulary lists can be included in displays, linking to topics the children are currently learning about, and questions around the flat to invite children to think about different things. These displays, labels and vocabulary lists need to be eye level for the children and written clearly so that they can be used as effectively as possible. Children should be involved in the labelling process with the adults so that they can have the social interaction with more knowledgeable others which, according to Vygotsky's social interactionists theory, is the way in which children will develop their language and expand their vocabulary. It is important that adults also model how to interact with displays so that the children can imitate this and learn the vocabulary used in the display; this links to Bandura's social learning theory which states that children learn from observing and imitating their role models, so adults interacting with vocabulary displays means

there is more chance of the children imitating this and interacting with the displays and therefore learning language. Having the questions around the flat will give children the opportunity to think abstractly, which according to Piaget's cognitive theory, is the way in which children learn.

Piaget believed that the role of the adult is to observe children's language skills while they're playing, and that their learning is reflected in their logic and the way they play. Letitia should record her findings of each child's language development that she will get from observing them during play. This information should be shared with parents in booklets that are clear and easy to read in order to save time from them being so busy. Letitia should also include ways in which parents can help progress their child's language development at home; these, again, should be quick and easy and can be done at the weekend. These activities can include 'what's in the bag?' or 'can you find teddy?'. Exploratory activities are best as, according to Piaget's cognitive theory, they will help children's thoughts to develop which will lead to language development as Piaget believed that children's cognition and language are linked.

(Total for Activity 1 = 20 marks)

Activity 2

This was a very good response. The learner demonstrated an understanding of child directed speech and has then provided appropriate examples with reference to the Part A case study. Further examples of non-verbal communication were provided and applied, with links to Bandura.

The learner has provided sustained references to the case study by carefully selecting the appropriate information and has continued to remain focused throughout the response. Further development and appropriate application of relevant theory would have enabled the learner to achieve full marks.

17 marks were awarded in total

For Activity 2 there was a tendency for some learners to make recommendations which were not linked to what was required for example, contacting parents without any reference to speech and language development, or providing responses which are not age related such as, encouraging the child to read or answer questions. Centres should continue to provide learners with case studies relating to individual children across the different age ranges

Activity 2: Child case study

Bailey is 18 months old. Kishor is supporting her speech and language development

When supporting Bailey, Kishor uses child directed speech in addition to non-verbal communication.

Produce a set of actions Kishor can use to support Bailey's speech and language development. Justify the actions with reference to early years theory and best practice.

Q01

Kishor should be using Parentese in order to support Bailey's speech and language development. Parentese is a child-directed speech where Kishor should be talking in an interesting way to bailey so that bailey can tune into what is being said. Kishor can do this by having exaggerated words, being repetitive, soft and slow speech, and elongated vowels. By Kishor using a slow pace when talking to bailey it helps bailey to be able to distinguish between words. This means that bailey can understand what kishor is saying which will help bailey to start speaking some words. Kishor speaking in shorter sentences can help bailey pick up grammatical construction. Kishor should be mixing this in with adult Speech. By Bailey picking up grammatical construction this helps them to improve their language by knowing how what to do when making a sentence. When

Kishor uses parentese its also easier for Bailey to learn language as its an simpler linguistic structure for them to understand With Kishor using exaggerated sounds it helps bailey to understand how to sound out words which helps with their speech as Kishor is modelling ~~[illegible]~~ to help bailey with their speech. If Kishor uses high pitch and slow tempo speech then it will be engaging for ~~[illegible]~~ bailey and will invite them to respond. If bailey is ~~engaged~~ feeling that Kishor speaking is engaging then it will make it easier for bailey to learn.

Kishor can use non verbal ~~communicat~~ Communication inorder to support baileys speach and language development. Kishor should use eye contact where longer eye contact shows being told off and a different form of eye contact to show kishor is interested. Kishor should be using gestures inorder to say hello or pointing to something bailey should see. Kishors body language around bailey ~~shap~~ should be open ~~arms~~ arms not folded, he should also be using facial expressions in order to get bailey interested Kishor should be using non verbal ~~comman~~ Communication while using parentese. When he is doing all of these he is modelling what bailey should be learn at their age. This is bandura as he said children learn through an imitation which is watching someone else do it.

Activity 3

The first activity the learner included was appropriate for a three year old and clearly relates to patterns. There was no requirement for information on areas of development, or extension activities for SEN and as such, it was not credited. The learner provided a clear structure with appropriate sub-headings, however the role of the adult was implied and there was no reference to mathematical language. The work was detailed but did not address all the requirements for activity 3 and as such was placed in Mark Band 3.

The second activity is musical and is also appropriate in relation to patterns and age. Again there is information such as, areas of development which were not required and there is little reference to mathematical language with the role of the adult only implied.The response clearly demonstrates planning with a wide range of issues being considered which included an evaluation of safety concerns.Mark Band 3 was awarded.

Justification for both the planned activities includedrelevant theories, for example Bandura, in addition to the EYFS curriculum. Some of the references to theory are included within the specification for Unit 2however, other theories are not. Where theories are used from outside the unit/specification, they should be appropriate to the activity to be rewarded credit.

20 marks were awarded in total

Responses in this section were extremely varied. Activities which were related to patterns and the appropriate age group were awarded marks. Work was credited providing the pattern could be repeated and involved music or numbers as well as repeated shapes. Centres are reminded to advise learners to keep activities simple. For example, in this example, a potato printing activity which enabled the child to make a repeated pattern was highly appropriate. Safety issues have also been noted, mainly due to choking hazards, some of which have not been acknowledged by learners and others which have been noted and justified by supervision of the children. Where an alternative to a choking hazard is available, learners should opt for this if they wish to access the higher Mark Bands.

Activity 3: Designing activities

Design ~~two age appropriate activities~~ for **three year olds** to ~~enable them to develop an understanding of patterns.~~ The activities must ~~promote the use of mathematical language.~~

The activities should ~~use the setting's resources~~ and ~~include the role of the adults.~~

Justify your actions by linking best practice to early years theory.

(28)

Acetivity number One - Lees make pateerns.

Age os children - 3 yeurs old.

Stass to child ratio - One Adult to sour children.

Area os learning - Mathemaetcs/pateerns.

Type os play - Adult-led play.

Description os the acetivity.

For this acetivity I would like the children to make their own pateerned animals with colours. They can have the option os a snake, a caterpillar or a bumble bee. They then have the [redacted] primary colours the children can then paint the secetons os the anima with disserene colours and make a patern such as Red blue, Red, blue.

Reusources,

All thair will be neeced is some paper prine outs os the disserent animals a table cheirs, some aprons, paine, paine brushes paine plates and then some waeer to clean the brushes.

holistic development.

Physical - This activity will help their physical developm as it will support them when holding their paint brushes as well as doing the painting movements with their hands and trying to stay in the lines

Intellectual - this activity will support their [redacted] intellectual development as it will expand their knowledge on how patterns are made and how to make them as well as teaching the children abou colours and the names as colours.

Language - This activity will support their language development as it will teach the children the names as colours and also names of secondary colours.

Emotional - This activity will support their emotiona development as it is a nice activity which will help to boost ~~their~~ consitence when they achieve a pattern.

Social - this activity will support their social development as it will encourage the children to speak to eachother when they are doing their patterns as well as speaking to eachother when asking people to pass them a colour.

Extension task.

For an extension task I would encourage the

the staff to show the children patterns with three colours so they could do red, blue, yellow. This will then begin to teach the children about larger patterns. children could also explain their pattern.

Safety implications.

The staff members should always make sure to supervise the children when they are playing with paint as if the child consumes it then they may become poorly. Staff should also make sure that nobody throws paint into another childs face as they may get it into their eye.

promoting inclusive practice,

From the case study I can see any SEN children however to make this inclusive for the children who may be SEN the staff could use fingers instead of paint brushes as they may struggle when having to hold a paint brush.

links to theory.

This activity could link to Banduras social learning theory. I would use this theory as it would encourage children to support and help eachother with the activity as well as watch other children make their patterns, this would support the children by learning

through observant imitation. Another theory I would use would be Frobels theory. Frobel believed that children learn well when working hands on this is why he come up with his 'gists' so that children could be hands on learners. This acctivity links to this as the children are completing hands on learning.

links to curriculum aproach.

This theory would link well to the highscope approach. Highscope encourages individual thinking and hands on learning. This would link to my acctivity as it includes children to have to think out side the bar with their pattern and give it a try for themselves

links to EYFS.

This ~~three~~ acctivity would link to the EYFS framework because in the framework ages and stages for a childe aged between 22-36 months they are able to recognise simple patterns, for this acctivity i havent tried to ensorce larg patterns which are confusing. Ive looked at simple one, two patterns

Strengths.

The Strengths of this acctivity are that the children will be able to see visually the patterns and be able to look and explain the pattern using simple

maths terms and ideology.

weaknesses.

I think the weakness maybe children who dont understand may just copy ass of others instead of asking the staff for support to help them understand.

Activity 2- Spot the odd pattern

Age of children - 3years old.

Staff to child ratio - one adult to 4 children.

Area of learning - Mathematics / patterns.

Type of play Adult led.

Description of activity.

For this activity I would like the class teacher to have 5 free printed patterns, these prints will show a drum and a bell. the pattern may go drum. bell. drum bell. There will be two more patterns. one the same as the first the othe drum, drum bell. The teacher will play these sounds and the children can look at the page and hear the sounds and then identify what pattern is the odd one out.

ReuSourses.

For this activity you will need. print outs of the patterns a drum and a bell.

Holistic development.

Physical- this can support their physical development as the teacher could also get the children to stomp for the drum and clap for the bell, this can get them active and moving.

Intellectual - this can develop their intellectual development as the children can begin to use their other senses to identify patterns. This can develop their listening as wen as teach them more about patterns.

language - This activity can teach the children words of the instroments which are being used in the activity as wen as the sounds they make, such as words like jingle and bass.

Emotional - This activity would be sure to get the children exited and happy, as well as giving them confidence during the activity when giving their answer.

Social - This can develop their social skills by allowing them to talk in groups about the answer and then tell the class what they think.

Extension task,

For an extension the teacher could prepare some more patterns so that if the children finish them quickly then they could have a more

patters which may be a little bit longer or the teacher could choose another instrament to include.

sastey implicaeions.
There may be a sastey implicaeion is the children d stamp the teacher shoula make sure that they don have their fingers on the floor so nobay stamps or jumps on them by being excited.

promoting inclusive praceice.
For this aceivity they can promote inclusive praceice by having him or with the children so that the children who may need exera support can have him there as guidance during the aceivity.

links to theory
Bruners scaffolding theory can be linked to this aceivity as there will be a staff member there with them to guide the children and support them to the answer but not telling them the answer. him/her will be the childrens scaffold I also think this could be linked to Banduras social learning theory as the children will have eachother around them to help them with the aceivity as well as working in groups it will benefit them by having

Other children there to learn from

links to a curriculum approach.
This activity will link to the highscope approach, this curriculum approach encourages visual and hands on learning the children are being able to use all of their senses when doing this activity so this curriculum approach would be something to follow.

link to EYFS.
This would link to the EYFS framework because in this framework for the ages and stages it says how children from this age range can understand simple patterens on paper. this activity involves both visual and hearing patterns.

Strengths.
The strengths of this activity are it encourages children to get involved but also to use their listening skills when taking part.
Weaknesses.
The weaknesses of this activity would be that some children may struggle to listen is they feel overly excited during the activity.

(Total for Activity 3 = 28 marks)

Summary

- Centres should continue to ensure learners have thorough knowledge of the theoretical components relating to Literacy, Numeracy and Communication within the Unit 2 specification to enable them to provide justification of their recommendations within the responses.
- Some learners are referring to theories which are not included within the content for this unit, for example: Bowlby, Ainsworth and Maslow. Whilst there may be links to such theories within the responses, it is unlikely learners will gain much, if any credit for demonstrating knowledge of such theorists if they do not provide adequate justification for the activities.
- It is essential that centres ensure learners are familiar with all aspects of the content for this Unit.
- Centres should continue to provide their learners with case studies to enable them to practice extracting information from the pre-release material (Part A) and respond to given activities accordingly,
- Learners should be advised to read the Activities in Part B thoroughly, prior to responding to them. This is particularly the case in relation to the age group of the children as stated in the pre-release material (Part A) some learners are still providing responses which are not age appropriate and consequently lose credit.
- Planning for Activity 3 is improving as are safety concerns, however learners are not always fully demonstrating they are able to provide appropriate and age-related activities. Class activities aimed at providing learners with age-related scenarios, would provide experience of application of knowledge to develop a range of appropriate activities which could then be applied to their Activity 3 responses.

- Links to the specification and sample assessment materials (SAMs) are located on the BTEC Nationals qualification webpage located here.

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